

Relationships and Sex Education (RSE) Policy

<i>Date Written :</i>	<i>February 2021</i>
<i>Date of Last Review:</i>	<i>February 2018</i>
<i>To be Reviewed in :</i>	<i>February 2024</i>
<i>The person responsible for monitoring this policy statement and monitoring and evaluating its implementation is:</i>	<i>Miss Kerry Thelwell - RSE , PSHE and Citizenship Co-ordinator</i>

Rationale

Relationships and sex education (RSE) is compulsory in all schools across England. It is lifelong learning about friendships, family values, mutual respect personal and online safety, and sexual health. RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. It supports children and young people to in preparing them to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will help to enable them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

Intent

The aims of this policy are to:

- Clarify the provision of relationships and sex education to all learners and the teaching of human growth and reproduction as set out in the current government guidelines.
- Ensure that learners are provided with opportunities to try to understand themselves, to learn to respect others and to form and sustain healthy relationships.
- Ensure that national and local policies on safeguarding students, child protection and student confidentiality are adhered to by all staff at Greenbank School.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Develop our students' understanding of puberty, how this relates to their physical and sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of diversity and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

Implementation and Impact

We are developing our curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and citizenship education.

Due to the diverse nature and developmental maturity of our students at Greenbank, it has been necessary to compile programmes of learning differentiated across all four flightpaths, whilst also taking into account some of the individual needs of our students.

Students who are following **Teal** and **Coral** flightpaths will focus on the following themes:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Students who are following the **Purple** and **Yellow** flightpaths may access some or all of the following themes:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Statutory Requirements

As a maintained special school we must provide RSE to all students as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Policy Development

This policy is being developed in consultation with staff, students and parents. The consultation and policy development process involves the following steps:

1. Review - a member of staff sourced all relevant information including national and local guidance.
2. Staff consultation - all school staff are given the opportunity to look at the policy and make recommendations.
3. Pupil consultation - we will work with students to establish what they want from their RSE.
4. Parent/stakeholder consultation - parents and any interested parties are invited to share their views about the policy.
5. Ratification - once amendments are made, the policy is shared with governors and ratified

Roles and Responsibilities

All staff who teach relationships and sex education at Greenbank School will:

- Provide learners with opportunities to develop the skills, knowledge and understanding they need to lead confident, healthy, independent lives and become informed and active citizens.
- Differentiate the relationships and sex education programme in order to take into account the diverse needs and abilities of our learners.
- Plan and liaise with other specialists, for example, education health professionals, to ensure our students receive an up to date and balanced programme.
- Employ a variety of delivery methods in order for all of our students to maximise their learning potential in this area.
- Ensure that the needs of each learner at Greenbank are valued and respected.
- Ensure that relationships and sex education is delivered in an accepting and honest way which enables young people whatever their gender and/or sexuality, to feel included.

The co-ordinator will:

- Ensure that colleagues are supported in the planning, assessment and delivery of relationships and sex education.
- Maintain and order resources within a set budget to meet the needs identified by colleagues.

Parent's right to withdraw

Parents do not have the right to withdraw their children from relationships education.
Parents have the right to withdraw their children from any non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing and addressed to the headteacher.